

**EVALUATING THE HIGHER ORDER THINKING SKILLS IN READING
EXERCISES OF EFL TEXTBOOK “*PATHWAY TO ENGLISH*” FOR TENTH
GRADE OF SENIOR HIGH SCHOOL STUDENTS**

THESIS

Presented As Partial Requirement For Sarjana Degree (S.Pd)

In English Language Education



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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

بَلِ اللَّهُ لِي كُفُّومٌ ۖ الصِّرَاطُ خَيْرٌ ۖ وَهُوَ (١٥٠)

But Allah is your protector,

And He is the best of helpers.

(Ali Imran 3:150)

PRONOUNCEMENT

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ABSTRACT

Nina Apriani (2019). *Evaluating The Higher Order Thinking Skills In Reading Exercises Of EFL Textbook “Pathway To English” For Tenth Grade Of Senior High School Students*. Advisor : 1. Risnawati, M.Pd 2. Feny Martina, M.Pd

This study aims to obtain empirical evidence from the distribution of higher order thinking skills based on the revised edition of Bloom's taxonomy on essay question questions in reading exercises in the Pathway to English textbook used for the 10th grade of senior high school students. The author uses the content analysis method because the writer identifies the specific characters of the material in the textbook. This study uses qualitative data because the data is in the form of words. The object of this study was the reading essay exercise in the Pathway to English textbook for the 10th grade of senior high school students. Data was collected through several instruments, namely Pathway to English textbooks, analysis cards, and checklist tables. The results showed that the higher order thinking skills in the Pathway to English textbook obtained 3 out of 72 questions on reading essay practice questions (4.16%) while the lower order thinking skills obtained 69 of 72 reading essay question questions (95.84%). The results of the distribution of higher order thinking skills are: analyze skills get the highest distribution, 2 of 72 essay question questions in reading practice (2.78%), create skills do not get a higher order thinking skill distribution (0%), and evaluating skills get 1 out of 72 essay question questions in reading practice (1.38%). It can be concluded that the distribution of higher order thinking skills is lower than lower order thinking skills.

Keywords: Textbook, Content Analysis, Higher Order Thinking Skills

ABSTRAK

Nina Apriani (2019). *Mengevaluasi Keterampilan Berpikir Tingkat Tinggi dalam Latihan Membaca Buku Teks EFL "Pathway To English" Untuk Siswa Kelas 10 SMA*. Pembimbing : 1. Risnawati, M.Pd 2. Feny Martina, M.Pd

Penelitian ini bertujuan untuk mendapatkan bukti empiris dari distribusi keterampilan berpikir tingkat tinggi berdasarkan edisi revisi taksonomi Bloom pada pertanyaan pertanyaan esai dalam latihan membaca dalam buku teks Pathway to English yang digunakan untuk siswa kelas 10 SMA. Penulis menggunakan metode analisis isi karena penulis mengidentifikasi karakter spesifik dari materi dalam buku teks. Penelitian ini menggunakan data kualitatif karena datanya berupa kata-kata. Objek penelitian ini adalah latihan membaca esai dalam buku teks Pathway to English untuk siswa kelas 10 SMA. Data dikumpulkan melalui beberapa instrumen, yaitu buku teks Pathway to English, kartu analisis, dan tabel daftar periksa. Hasil penelitian menunjukkan bahwa keterampilan berpikir tingkat tinggi dalam buku teks Pathway to English memperoleh 3 dari 72 pertanyaan tentang membaca soal latihan esai (4,16%) sedangkan keterampilan berpikir tingkat rendah memperoleh 69 dari 72 pertanyaan soal membaca esai (95,84%). Hasil dari distribusi keterampilan berpikir tingkat tinggi adalah: keterampilan menganalisis mendapatkan distribusi tertinggi, 2 dari 72 pertanyaan esai dalam praktik membaca (2,78%), keterampilan membuat tidak mendapatkan distribusi keterampilan berpikir tingkat tinggi (0%), dan keterampilan mengevaluasi mendapatkan 1 dari 72 pertanyaan esai dalam praktik membaca (1,38%). Dapat disimpulkan bahwa distribusi keterampilan berpikir tingkat tinggi lebih rendah daripada keterampilan berpikir tingkat rendah.

Kata kunci: Buku Teks, Analisis Konten, Keterampilan Berpikir Tingkat Tinggi.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Textbooks are one of the teaching materials used by teachers in the teaching and learning process and have an important role in learning to facilitate students in knowing and obtaining teaching materials easily.

According to Penny Ur, "Textbooks must have a clear form of activity, so the teacher and students know what will happen and understand what is done next, so that there is a change."¹ Penny Ur also explained that, textbooks have text and study assignments in accordance with their respective grade levels."²The explanation can be concluded that the textbook is a source of learning and very helpful for teachers and students in teaching and learning to provide forms of work, materials, and exercises.

In the case of education there are many criticisms of the use of textbooks. Among them is the textbook is too little material and less challenging for teachers and students.³Therefore, the textbook is evaluated and analyzed first by the teacher before it is given to students.

¹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge:Cambridge University Press, 2009), p.184

²*Ibid.*

³ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge:Cambridge University Press, 2001), p.256

Cunningsworth explained that, "There are no student manuals that are designed really ideal in the public market".⁴

It can be concluded that the teacher must inform and evaluate whether the contents of the textbook are in accordance with the objectives of teaching, the quality of students and the needs of students before the textbook is used by students and teachers during teaching and learning in class.

The sections in the textbook that must be evaluated are the way the textbook is located, exercises, instructions in the textbook, teaching materials, practice, assignments and others. The quality of these parts can influence student outcomes and motivation in the learning process.

According to Ur, textbooks must have different topics, assignments and ways of learning for different qualities.⁵ And according to Ur, checking the exercises in a textbook is very important because a good book is to have four basic language skills. So the teacher must evaluate whether the textbook is good or not. There are four basic language skills in the teaching and learning process namely listening, speaking, reading and writing. This skill needs to be learned by students because it is a core component of English communication.

⁴ Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Publisher, 1998), p.5

⁵ Penny Ur, *op.cit.*, 2009, p.186

Harmer explained that reading skills are difficult for people who use English as a mother tongue because reading skills is a lot of complexity. However, the more students understand what is read, the more they get from the reading.⁶In addition, Linse explained that, "Reading is interrelated with higher-order thinking skills. By reading we will find the meaning of the text, be able to analyze and synthesize what has been read."⁷

Higher order thinking skills are very important in reading because in reading activities, students must be able to answer reading questions. Higher order thinking skills are divided into three parts in the cognitive skills of bloom taxonomy namely, analysis, synthesis, and evaluation.

Bloom's taxonomy is one of the educational materials designed by Benjamin S. Bloom. Musial et.al explained that, "taxonomy has had an impact on education over the past 50 years." Therefore, Bloom's taxonomy is a useful teaching tool. In this study, the authors use the theory of higher order thinking skills based on the revised edition of Bloom's taxonomy by Krathwhol and Anderson which is divided into three skills, analyzing, evaluating, and making.⁸

Paul and Elder also explained that, "With intelligence or skills wherever we are, whatever our goals, and whatever problems we face, we will be better." Higher order thinking skills not only address academic

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman,1996), p.191

⁷ Caroline T. Linse, *Practical English language Teaching: Young Learners*, (New York:McGraw-Hill, 2006), p.71

⁸ David R. Krathwohl, A Revision of Bloom's Taxonomy: An Overview, *Taylor and Francis Group and JSTOR*, Vol. 41, 2002, p.212

issues but also in everyday life which provide logical knowledge and results.⁹

In the 2013 curriculum, in the process of learning the scientific approach is divided into 5 parts namely teaching, observing, questioning, linking, experimenting, and networking. Based on the 2013 curriculum, the book *Pathway to English* provides great and varied knowledge of learning English.

According Suharyadi that in the process of observation students can associate what has been learned with what will be learned. Experimenting can help students solve problems faced and deal with various changes and challenges.¹⁰

The author believes that the analysis of higher order thinking skills in textbook reading exercises is important because it can add students' critical thinking skills to reading skills and can help students to survive in an English communication environment.

Therefore, the author wants to analyze the distribution of higher order thinking skills in the *Pathway to English* textbooks for 10th grade high school students in the city of Bengkulu to ensure that the textbook is helpful and encourages students' ability in higher order thinking skills contained in the practice questions reading essays.

⁹ Richard W. Paul and Linda Elder, *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*, (New Jersey: Prentice Hall, 2002), p.26

¹⁰ Susan M. Brookhart, *How to Assess High-Order Thinking Skills in Your Classroom*, (Alexandria: ASCD Member Book, 2010), p.3

B. Identification of the Problem

The problem in this study can be identified that the teacher must evaluate and analyze the textbook first before giving it to students. Does the textbook already have good quality in learning material, because textbooks affect students' knowledge in learning.

C. Limitation of the Problem

In this study focused on analyzing reading exercises in the EFL textbook "Pathway to English". The author only focuses on essay questions from reading exercises because these essay questions can provide broader knowledge so students can hone higher order thinking skills appropriately. The question of reading the essay analyzed is fixed on the WH question (What, Who, When, Where, Why and How) in the practice of reading the EFL textbook "Pathway to English" for grade 10 students of SMAN 5 Bengkulu city.

The author analyzes the essay questions on each reading text. The questions were analyzed based on higher order thinking in Bloom's revised edition of the taxonomic taxonomy which was divided into analysis, evaluation, and skill creation.

D. Research Questions

Based on the background above, the problems of the research can be formulated as the following questions:

1. How is the distribution of higher order thinking skills in practice essay reading the EFL textbook "Pathway to English" for 10th grade students of SMAN 5 in Bengkulu city?

E. Objective of the Study

The purpose of this study was to obtain empirical evidence of the distribution of higher order thinking skills based on the revised edition of Bloom's Taxonomy in the essay questions on higher order thinking skills in reading the EFL textbook exercise "Pathway to English" for 10th grade students of SMAN 5 Bengkulu city.

F. Significant of the Study

This research plays an important role for the writer himself as a prospective teacher and reader. And this research is expected to provide broader knowledge about textbook selection, reading exercises, and higher order thinking skills from the revised Bloom's taxonomy edition.

G. Benefit of the Study

The benefits of this research are as follows:

1. Theoretically, this research can support theories about the analysis of the EFL textbook "Pathway to English" textbook to fit the basic competencies of the 2013 Curriculum based on 2013 Curriculum theory.
2. Practically, the results of this study will be useful for:
 - Teacher. This research will provide information by English subject teachers to choose which English textbooks are suitable for their class.

- Curriculum developers. This research can be used by curriculum developers to calculate how to teach English to students.
- Environment English education department. This research is used by the environment of the English language education department to enlarge the activity model in teaching materials.
- This study can be a reference for further studies.
- The writer. This research can improve and give me new experiences. That can increase our knowledge.

H. Definition of Keyterms

1. Textbooks

According to Mudzakir, textbooks are equipped with student assignments. As explained by the journal, textbooks are used by educational institutions or schools which are equipped with lessons and teaching material.

2. Curriculum

Republic of Indonesia Law No 20 Year 2003 concerning education in Indonesia was released. That defines That defines *"The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials used as guidelines for implementing learning to achieve the educational goals "*.

3. Higher Order Thinking in Reading Exercise

According to Airasian and Russel that, "Many people believe that the only way to test higher order thinking skills is with essay items." Therefore,

the authors only analyzed essay items from reading questions to see the existence of a higher order of thought sequence in reading practice. The questions here are questions that begin with WH (What, Who, When, Where, Why, How).

CHAPTER II

LITERATURE REVIEW

A. Textbook

1. The Definition of Textbook

Textbooks are very helpful for the teacher in delivering the material during the teaching and learning process in class. Mudzakir explained that the textbook is complete with assignments, lessons, and student teaching materials used by the school. Where understanding this textbook must be in accordance with students' abilities.¹¹

According to Cunningsworth, the published textbooks have passed the qualification test from the publisher in guiding education before being released to the public.¹² And according to Gebhard that the minimum training in EFL / ESL textbooks is carried out by publishing companies, government agencies, curriculum development teams on school labels, and classroom teachers.¹³

¹¹Mudzakir AS, *Penulisan Buku Teks yang Berkualitas*, January 1, 2014 (<http://www.upi.edu>).

¹²Jerry Greer Gebhard, *Teaching as a Foreign or Second Language: A Teacher Self-Development and Methodology guide 2th Edition*, (Michigan: The University of Michigan Press, 2009), p.101.

¹³Iwan Jazadi, "Mandated English Teaching Materials and their Implications to teaching and Learning :The Case of Indonesia", in Willy A. Renandya (Ed.), *Methodology and Materials Design in Language Teaching: Current Perception and Practices and their Implications*, (Singapore : SEAMEO Regional language centre, 2003), p.143.

And Jazadi argues that textbooks can best be seen if they are designed for students who are centered to help students focus on learning and provide the role of students in the decision making process in class.

From the explanation above, we can conclude that the textbook is one source of learning and is a guide for students and teachers in supporting teaching and learning activities in the classroom based on the curriculum and in accordance with the needs of students in learning.

2. The Function of Textbook

Textbooks are very important in teaching and learning and can help teachers in providing teaching materials as stated by Chandran. Textbooks are guidelines and provide guidance to teachers about what students must learn and what students want to learn.¹⁴ The statement from Chandran also agrees with the statement from Cunningsworth.

According to him, the functions and roles of various textbooks consist of:

- a. As presentation material.
- b. Activities for implementation and interaction that can be understood.
- c. As reference material.
- d. As a syllabus.

¹⁴Shanti Chandran, "Where are the ELT Textbook?", in Willy A. Renandya (Ed.), *Methodology and Materials Design in Language Teaching: Current Perception and Practices and their Implications*, (Singapore : SEAMEO Regional language centre, 2003), p.162.6Cunningsworth, *op.cit*, p.7.

- e. As material for independent learning.
- f. As a help for the teacher in implementing the curriculum.

Can be concluded that textbooks are sources and learning materials in the teaching and learning process in the classroom. Textbooks can help teachers prepare and develop teaching materials to be taught. Whereas for students, textbooks can help to find out how much and how far students have mastered the subject matter.

3. The Advantages of Good Textbook

There are several advantages of textbooks, namely helping the process of independent learning, easy to carry, more varied, increase understanding. Textbooks have a large influence on learning outcomes so teachers must be more selective in choosing textbooks.

According to Penny Ur a good textbook has several advantages as follows:¹⁵

- a. Clear layout
- b. Interesting themes and tasks.
- c. Various themes and tasks.
- d. Clear instructions.
- e. systematic syllabus.
- f. The contents are arranged clearly and are graded or arranged based on complexity.

¹⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: CambridgeUniversity Press, 2009), p.186

There are some characteristics of a good textbook according to Richard as follows:¹⁶

- a. There is a structure and syllabus for a program.
- b. As instructions.
- c. Maintaining quality.
- d. More efficient.
- e. Provides a variety of learning resources.

Harmer explained that, "A good textbook contains material that is interesting and provides development, and shows what needs to be learned and what has been learned."¹⁷In addition, Harmer also explained that a good textbook is a textbook that helps relieve teachers from the difficulties of teaching material for each class."¹⁸

From the explanation above, it can be concluded that the advantages of a good textbook vary. Textbooks must be suitable for learning objectives, interesting in layout, and include all four basic English skills in various forms of content and practice.

4. The Textbook Evaluation

In addition to providing benefits for teachers and students, textbooks also have criticism that the quality of textbooks is not as good as it should be. According to Reed, Bergemann and Olson that, "Textbooks summarize some information and are still too general and narrow, thus hampering

¹⁶ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: CambridgeUniversity Press, 2001), p.254-255

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman publishing, 1996), New Ed., p.257

¹⁸ *Ibid.*, Reed, Bergemann, and Olson, *op.cit.*, 1998, p.257

conceptual thinking, critical analysis, and evaluation."¹⁹ Therefore, the textbook must be evaluated by the teacher.

Richards explained, "Textbooks sold in trade will not always be complete and appropriate for language programs."²⁰ It can be concluded that there is no best textbook as a guide in the teaching and learning process but the teacher can choose the contents of the textbook according to the learning objectives.

And Harmer explained that, "teachers who depend on textbooks often do not encourage to provide appropriate learning to students. Textbooks also follow the same format from one unit to another."²¹ Textbooks can limit the interaction between teacher and student.

From the explanation above, it can be concluded that the teacher must evaluate the textbook first before giving it to students as teaching material during learning in school because textbooks affect the learning outcomes in the teaching and learning process.

According to Harmer, there are some things that must be reviewed when determining which parts of the textbook are inadequate, namely as follows:

- a. Changing textbook material with our own lessons that are easier to understand for students.
- b. Add material in the text book if the lesson is less varied.
- c. The teacher adjusts the material by rewriting or changing some of the activities in the book.

¹⁹ Harmer, *loc.cit.*, 1996, p.257

²⁰ Rhicard, *op.cit.*, 2001, p.257

²¹ *Ibid.*, p.15

From the explanation above, it can be concluded that the textbook needs to be evaluated first because it is still common and the contents in the textbook have not varied in the lesson. For this reason, teachers do not focus on textbooks, but teachers must make interesting and easily understood material with students so they do not feel bored in the teaching and learning process in the classroom.

According to Cunningsworth There are four criteria for evaluating textbooks as follows:²²

- a. The objectives of the learning program must be in accordance with the needs of students.
- b. Must have benefits for the future, choosing textbooks that will help students to use language practically for their purposes.
- c. Must consider the needs of students and must facilitate the learning process of students.
- d. Must have a clear role as a support for learning.

It can be concluded that, textbooks must be evaluated to get good results in the teaching and learning process in class. Teachers need to know there is no best textbook for students. Thus, the teacher should not be hung up on textbooks but instead make material that is interesting and in accordance with students' needs.

²²Cunningsworth, op.cit., 1998, p. 15-17

B. Curriculum

1. The Definition of curriculum

Overall the curriculum has a different meaning. This is a series of learning methods that can be used by teachers. The curriculum has several general concepts as follows:

- a. Curriculum as goals are set for consecutive grade levels and are grouped according to general themes.
- b. Syllabus, a plan for all ways that usually consists of thoughts, topics, and evaluations.
- c. Content, the list of topics discussed is arranged in the form of an outline.
- d. A list of the knowledge and skills needed by students in a simple field.
- e. Teaching material used as a guide for teaching in class.

The main purpose of education in Indonesia was clearly announced in the Preamble to the 1945 Constitution, Law of the Republic of Indonesia Number 20 of 2003 concerning education in Indonesia was issued. It was agreed *"The curriculum is a separate plan and governs the objectives, content and learning materials used as guidelines for the application of learning to achieve educational goals"*.²³

It can be concluded that the curriculum is a plan that plays a role in assisting teachers in providing direction and objectives for what activities

²³UndangUndangDasar RI no 20 Tahun 2003.

students need to learn. The curriculum also facilitates a series of teaching materials, teaching methods, and assessment methods that help students achieve activities in the learning process.

2. Curriculum 2013

The curriculum in Indonesia is now more advanced and developing. Over the past ten years, teachers in Indonesia have adapted three types of curriculum from KBK (competency-based curriculum), KTSP (School Level Curriculum) and the latest 2013 curriculum which was finally published in July 2013.

The latest 2013 curriculum which has been updated and continued from SBC because many aspects of the 2013 curriculum are adapted from SBC. KD (basic competency) is still used in the 2013 curriculum, and still uses the KTSP curriculum framework as the basis, but the 2013 curriculum introduces a new curriculum variable, namely KI (core consultant).

The characteristics of the 2013 curriculum are as follows:

- a. Developing spiritual and social attitudes, curiosity, creativity, collaboration with intellectual and psychomotor abilities.
- b. School is a place to provide learning experiences where students apply what is learned in school and use the school as a learning resource.
- c. Develop attitudes, knowledge, and skills and apply them in various schools and communities.
- d. Requires sufficient time to develop a variety of attitudes, knowledge, and skills.

C. Reading

1. Definition of Reading

Reading is an activity that someone does to understand the message made by the writer by giving a message from the writer to the reader. According to Nuttal (1996: 3) that, "Reading is the activity of giving messages from the writer to the reader.

According to Daiek and Anter, that "Reading is a process of the writer's ability to give meaning by using words to find meaning." Therefore, there is communication between the writer and the reader in reading activities.²⁴

Harmer also explained that, "Reading is an ability that is controlled by the eyes and brain. The eye and brain must strive for the importance of these messages. " So, reading is an active skill because the reader's eyes and brain are active while reading and after reading.

And according to Grabe and Stoller, "Reading is the ability to write the meaning of the contents of the text and explain information precisely."²⁵

From the above explanation it can be concluded that reading is an important skill that requires an active process of the eyes and brain to gain an understanding of the text. To be a good reader, students must have good thinking. Thus, students get good results in reading activities because they

²⁴Deborah Daiek and Nancy Anter, Critical Reading for College and Beyond,(Boston:The McGraw-Hill Companies,2004), p.5

know the author's purpose in writing the reading text and the meaning of the text itself.

2. Reading Comprehension

Reading is an understanding. According to Grabe, "Reading is a process of understanding centrally. We read to understand what was written by the author in writing ".²⁶ Understanding occurs when the reader explains the meaning of the text and associates it with the background knowledge of the reader.

According to Linse, "Reading comprehension leads to reading a meaning, understanding, and entertainment."²⁷ In addition, according to Caldwell, reading comprehension is, "The process of studying and composing meaning through interaction and association with written language".²⁸ This shows that reading comprehension is a process to form the meaning of written language.

Grellet explained that reading comprehension meant, "a summary of the information needed from him as skillfully as possible".²⁹ When understanding texts, readers need to summarize the information they get from the text.

it can be concluded that this reading comprehension focuses on the thinking and presentation of the meaning of the text. Where it involves the

²⁶ William Grabe, *Reading in a Second Language*, (New York: Cambridge University Press, 2009), p.14

²⁷ Linse, op.cit., 2006, p.71

²⁸ JoAnne Schudt Caldwell, *Comprehension Assessment*, (New York: Guilford Press, 2008), p.4

²⁹ Francoise Grellet, *Developing Reading Skill*, (Cambridge: Cambridge University Press, 2010), p.3

interaction between the written form of the text with the reader's eyes and mind.

3. Purpose of Reading

Students can get many benefits when reading. According to Rivers and Temperley, as quoted by McDonough and Shaw, explaining that the purpose of reading is to get information because the reader wants to know about a number of themes, get instructions on how to do a number of tasks, know what is happening, and get excited.³⁰

According to Grabe and Stoller, the purpose of reading is as follows:³¹

- a. To find and gather information.
- b. To scan quickly.
- c. To write.
- d. To criticize the text.
- e. For general understanding.

It can be concluded, that the main purpose of reading is to understand the meaning of the text. In reading, the reader must know the purpose of the writer in writing the text. If the reader understands the text, they will know its meaning and succeed in reading activities.

4. Types Reading Skill

According to the book *The Practice of English Language Teaching* by Jeremy Harmer, here are five skills in reading that we must have in order to be good readers are as follows:³²

³⁰ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Oxford:Blackwell Publishers, 1993), pp. 102-103

³¹Grabe and Stoller, op.cit, 2002, p.13

- a. Predictive skills, these skills are processes in which we will understand the text to find out how the next text storyline.
- b. Extracting information, this skill is a skill needed to get certain information in the reading text.
- c. At a glance, this skill is a skill that we use when we want to get the main idea from a text without considering detailed information.
- d. Extracting information, this skill is a skill where we will find the author's point of view and answer the information in detail.
- e. Reducing the meaning of context, this skill is a skill where we have to understand how to infer the meanings of different words from the text.

According to Harmer there are 2 types of reading skills, namely extensive and intensive reading.³³

1. Extensive reading is a broad reading activity and where the reader is given a text according to his ability. If the text is too difficult then the reader wrestles with the meaning of the contents of the text so that information that should be captured can not be absorbed at all.
2. Intensive reading is an activity of reading with full appreciation to absorb what we have to master. where the reader is given the text in accordance with the wishes and the things that are appropriate from the text given will be able to increase their motivation in reading.

And according to McDonough and Shaw, that type of reading skill is "the activity of observing to get certain information in the text and to skim

³²Harmer,op.cit., 1996,pp.183-184

³³Harmer,op.cit., 2007,p. 99 12 Ibid., 13 McDonough and Shaw, op.cit., 1993, p.105

over quickly to gather general information from it." These skills are practiced in learning reading skills.

The conclusion is that there are two types of reading skills, namely intensive reading and extreme reading. Intensive reading is reading with a deep appreciation to apply what we should be mastered while extensive reading is reading widely. The object includes as much text as possible in the shortest possible time.

5. Types of Reading Exercises

Generally, the types of reading exercises in textbooks vary. According to Crawley and Merri that this type of exercise determines facts, determines causes, knows main ideas, draws conclusions, and reads carefully.³⁴

There are 5 kinds of reading exercises, namely:

1. Determine the facts, this is an exercise to determine a particular part of the selection.
2. Recognizing the main idea, this can be expressed from the main thought or meaning of a part.
3. Make conclusions. Making conclusions must be based on facts. students hypothesize by connecting what the author has written in the text with their own background information.
4. Make a causal relationship. This can be conveyed directly or indirectly. It is concerned with any kind of reaction, theme, feeling, or action that results intentionally or unintentionally.³⁵

³⁴ Crawley and Merritt, op.cit., 2000, p.41

5. Critical reading. Critical reading is the process of making an evaluation or assessment when reading and it is the highest quality reading practice. During critical reading, the reader can be asked to judge whether the event was real or fake..³⁶

According to Grellet, there are 4 types of reading exercises. The reading exercise is to conclude the meaning of the unknown material, understand the relationship in the sentence, link sentences and ideas, and predict what will happen next.³⁷

And, Grellet states that to develop many skills in reading skills, several types of exercises can be used such as questions about section functions, general organization, facts, meanings, and evaluations.

The conclusion from the explanation above is that this type of reading practice is easily found in various types of reading tests. students must know the reading exercises so they can find the best way to answer them well.

D. Higher Order Thinking Skill

1. Understanding of Higher Order Thinking Skill

According to Brookhart there are three definitions of higher level thinking, (1) Explaining high level thinking in terms of transfer, (2) Explaining in terms of critical thinking, and (3) Explaining in terms of problem solving.

³⁵Crawley and Merritt, *op.cit.*, 2000, p.41

³⁶ Ibid., pp.45-60

³⁷ Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercises*, (Cambridge: Cambridge University Press, 1986), pp. 14-17

The first is higher order thinking in terms of transfers. Brookhart explained that, "The aim of teaching in cognitive taxonomy is to prepare students for transfer."

Higher order thinking is understood by students to link learning with elements that have been previously learned. The teacher hopes that students can prepare students to go to the world and be ready to do their own thinking without relying on the teacher to give assignments done because life outside of school is better to give students some opportunities in applying knowledge from school.³⁸

The second part is higher order thinking as critical thinking. Brookhart explained that, 'being able to think' means students can apply good judgment or make argumentative arguments. "One of the characteristics of knowledgeable people is to argue, reflect and make their own decisions. Next, assessment is very important in higher order thinking tasks such as assessing trusted sources."³⁹

And finally, the third part is higher order thinking as problem solving. According to Brookhart, "Problems are goals that cannot be equipped with known solutions". It can be concluded that lower order thinking that requires students to remember may not help students in solving problems. Problem solving is needed for critical thinking and practical

³⁸ Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercises*, (Cambridge: Cambridge University Press, 1986), pp.14-17

³⁹ *Ibid.*, pp.45-60

communication. Being able to think means students can solve problems with their own solutions in school work and life.

According to Scriven and Paul, quoted by Philippot and Graves, explaining that, "higher order thinking skills become the most important in your thinking. In addition, they explain that higher order thinking is, "the process of solving problems that are disciplined and actively process, application, analysis, synthesis, and evaluation" It can be concluded that higher order thinking skills are important in the present.

In conclusion, higher order thinking skills are the ability to think in complex processes that are useful for transferring knowledge in real life, critical thinking, and problem solving. students who have higher order thinking skills must be able to examine values, evaluate evidence, and come to conclusions in their own words.

2. Advantages of Higher Order Thinking Skill

In the process of learning higher order thinking skills many advantages possessed by students. Therefore, teaching higher order thinking skills to students is very important to get better results.

Some advantages, according to Mayer, are that higher order thinking skills provide a broader vision of learning that not only acquires knowledge but is able to use knowledge in a variety of situations, introduces

meaningful learning, and actively engages students in the process of developing meaning.⁴⁰

Brookhart explained that higher order thinking skills not only add thinking skills but also student achievement, knowledge and understanding because students learn by forming meaning.

And according to Airaisan and Russel explained that higher order thinking skills benefit students by bringing deeper thought processes and reasoning while learning and the teacher tells students to think more actively and have new ideas in adding higher order thinking skills.

From the explanation above it can be concluded that the benefits of higher order thinking skills for students are to help and provide knowledge and understanding of students during the learning process.

3. Higher Order Thinking in Bloom's Taxonomy

Bloom's taxonomy has three objectives that are useful for assessing student behavior in the teaching and learning process, including the following; cognitive, affective, and psychomotor.

According to Airasian and Russel that, "Educational goals must be taught and assessed in the cognitive field." Therefore, the cognitive field is guided and assessed to achieve educational goals with teacher knowledge.⁴¹

And according to Bloom that, "most of the work in developing this curriculum has taken place" Therefore, this research focuses on Bloom's

⁴⁰ Richard E. Meyer, *Theory Into Practice: Rote Versus Meaningful Learning*, *The H.W. Wilson Company*, Vol. 41 No. 4, 2002,

⁴¹ Brookhart, *op.cit.*, 2010, p.8

cognitive taxonomy process. The types of cognitive processes identified in Bloom's taxonomy are explained in the table below;⁴²

The difference between original taxonomy and revised taxonomy can be seen as:

Table 2.1
The Difference between Original Taxonomy and Revised Taxonomy

Original Taxonomy	Revised Taxonomy
Knowledge	Remember – retrieve relevant knowledge from long-term memory(recognize, recall)
Comprehension	Understand – determine the meaningof instructional messages (interpret,classify, summarize, infer, compare)
Application	Apply – use a procedure in a givensituation (execute, implement)
Analysis	Analyze – break material into partsand see how they related (differentiate, organize, attribute)
Synthesis	Create – put elements together to form coherent whole or make an original product (generate, produce)
Evaluation	Evaluate – make judgments based oncriteria and standards (check, critique)

The table above shows that each part is the same between the original taxonomy and the revised taxonomy. The difference is only shown in the use of words and the rearrangement of the last two sections⁴³ synthesis and evaluation turn into evaluation and creation. Both of these skills are

⁴² Peter W. Airasian and Michael K. Russell, *Classroom Assessment: Concepts and Applications*, (Boston: McGraw-Hill, 2008), 6th Ed., p. 67

⁴³Diann Musial et.al, *Foundations of Meaningful Educational Assessment*, (New York: McGraw Hill, 2009), p. 87

rearranged because it is assumed that students must be able to criticize and examine ideas before students produce.

According to Musial et.al.that, "The six parts are rewritten with verbs to represent what a thinker does in that category. Word forms in the original Bloom taxonomy are changed from noun forms to verb forms in the revised Bloom taxonomy.

if using a revised taxonomy, we turn to ways to assess students' ability in higher order thinking skills to analyze, evaluate, and create. According to Brookhart the taxonomy of cognitive processes clearly has in common that when the level of thinking becomes more complex and more complicated in between.

According to Airasian and Russel that, "In general, any cognitive behavior that involves more than memorizing memorization is considered a higher order cognitive behavior." the process of thinking and reasoning is more complex than memorization included in the order of thinking at the cognitive domain in Bloom's taxonomy.

Higher order thinking skills in Bloom's taxonomy have been revised are as follows:

- a. The level of analysis means breaking information down into smaller ideas and determining the relationship of those ideas.
- b. The evaluation level includes checking and critiquing the value of the material based on criteria.

c. The level of creating includes producing, planning, and producing new structures from different elements.

From the explanation of higher order thinking skills in the revised edition of Bloom's Taxonomy, we can conclude that higher order thinking skills or the three final skills of Bloom's taxonomy; analyzing, evaluating, and creating, requires students' critical thinking.

4. Higher Order Thinking in Reading Exercise

According to Airasian and Russel that, "Many people believe one way to test higher order thinking skills is with essay items." therefore, the writer only analyzes the essay items from reading questions to see the order of the level of thought in the reading practice. The question, starting with WH (What, Who, When, Where, Why, How).

Airasian and Russel explained that, "Essay questions have tools to assess higher order thinking." Essay material can build responses that provide a lot of insight into thinking and learning because by answering essay questions, students need to use their own words.

According to Musial et.al "The most effective essay question is to assess complex learning and higher order thinking skills." therefore, it is appropriate to examine the distribution of higher order thinking skills in essay reading practice.

Assessing higher order thinking in essay reading practice essays is very helpful in examining students' understanding and critical thinking, especially in reading practice. This means that higher order thinking skills in

reading practice require students to use their thinking skills in more complicated processes.

Lower order thinking questions are easier to find in practice, easy for students to answer, and easier for teachers to make, while higher order thinking questions may be rarely found because teachers need more time to wait for students to answer these questions.

From the above explanation it can be concluded that higher order thinking in reading exercises includes essay questions that contain the skills of analyzing, evaluating, and creating.⁴⁴

D. Previous Related Studies

In this study about reading skills that have been conducted by several researchers, one of them is the first study conducted by AyatAbd Al-Qader Ahmad Seif in August 2012. The title of the research is to discuss the high level of English reading exercises for Palestinian class 8. This research tries to consider reading. (HOTS) in reading practice. Where used two instruments to collect data, namely content analysis cards and structured interviews. The findings show that analytical reading skills get 51.92%, synthesis skills 41.35% and evaluation skills get 6.73%.

Furthermore, the second study was conducted by Abdul Kareem Igbaria on June 24, 2013. The title of his research was about content analysis of the WH-Question in the EFL textbook of Horizons. In his research Abdul tries to examine the extent to which WH questions in the

⁴⁴Airasian and Russel, *loc.cit.*, 2008, p.111

textbook emphasize higher order thinking according to Bloom's taxonomy. He uses content analysis to conduct research. The results of his research showed that 244 questions emphasized the level of cognition that represented lower order thinking skills, and 137 questions that emphasized three higher level thinking skills.

And the latest research, research from Ping Shen on February 1, 2012. The title of the research is the Case Study of Teacher Question and Answer and Critical Thinking of Students in EFL University Reading Classes. It aims to investigate whether teacher questions can facilitate students' critical thinking. Class observations and interviews are used in this study. The results of his study showed that teachers asked more from low cognitive questions (79.2%) than higher ones (20.8%).

In connection with the study, the authors focused on analyzing essay questions from reading exercises in the Pathway to English textbook for 10th grade students of SMAN 5 in Bengkulu city to examine the distribution of higher order thinking skills based on revisions from Bloom's taxonomy. Where this is a must to examine the distribution of higher order thinking skills in reading practice because it can support students in improving critical thinking skills in every activity undertaken by students.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the authors used the content analysis method because it analyzed the contents of textbooks, in the reading practice essays in the Pathway to English textbooks for 10th grade students of SMAN 5 Bengkulu city. According to Ary, "Content analysis is a research method used to determine the characteristics of the material. The material analyzed is in the form of textbooks, newspapers, speeches, advertisements, or various other types."

And this study uses qualitative data because the data is in the form of words that are essay questions reading exercises from the English textbook Pathway to English and uses statistical calculations to determine the distribution of each level of Bloom's taxonomy, in higher order thinking.⁴⁵

B. The Object of the Study

The object of this research is the practice of reading essays in the Pathway to English textbooks for 10th grade students at SMAN 5 Kota Bengkulu, which only focuses on WH-word essay questions, what, who, when, where, why, and how.

C. Research Instrument

The instrument in this study, the authors used a Pathway to English textbook for 10th grade SMAN 5 Bengkulu city and an analysis card to

⁴⁵Donald Ary et.al, Introduction to Research in Education, (Belinont: Wadsworth Cengage Learning, 2010), 8th ed., p.457 33

retrieve and analyze data to obtain research results. The research instruments contained 2 data as follows;

1. Pathway to English textbooks

The first data used the pathway to English textbook for grade 10 of SMAN 5 Bengkulu city. To take the reading practice essay questions, the authors used the Pathway to English textbooks, and the authors wanted to obtain evidence of the distribution of higher order thinking skills in the textbook based on the six cognitive sections of the revised Bloom taxonomy edition.

2. Card Analysis

The data of the two authors use the analysis card as a reference to collect each essay reading question. The analysis card was created by combining and collecting 6 cognitive sections of the revised edition of Bloom's taxonomy with examples of reading questions found by the author of the book.

D. Techniques of Collecting Data

In this study, the authors used a checklist table to collect data. Where the author lists all essay questions from reading exercises after reading the reading text. The author sorts all reading exercises according to chapters in the textbook.

Then, the author puts all essay questions from reading exercises into a checklist table and then arranges and checks the distribution of each reading question based on 6 cognitive sections.

E. Techniques of Analysis Data

After completing the data collection, the authors used the checklist table to analyze the distribution of higher order thinking skills in reading exercises from the Pathway to English textbook consisting of essay questions in each chapter and column for all cognitive skills of the revised Bloom's taxonomy of economics.

This data collection was taken from the textbook "Pathway to English". And the authors analyzed this data through the rubric assessment from BSNP. This analysis is to evaluate the appropriate material in the 2013 Curriculum.

In this analysis, the authors carry out the following sections:

1. Comparing material in textbooks with themes recommended by the 2013 the Curriculum.
2. Evaluate material in the "Pathway to English" textbook.
3. Explain the data found from the evaluation process of the textbook "Pathway to English".
4. Summarizing the suitability of the content of the "Pathway to English" textbook in quantitative form to show results in percentages and numbers. In this study the following formula will be used.

$$P = \frac{F}{N} \times 100 \%$$

Notes : P: Presentage

F:Frequency

N: The sum of frequency

CHAPTER IV

RESULT AND DISCUSSION

A. Result

The author of an English textbook Pathway to English is Th. M. Sudarwati and Eudia Grace. The editors are YuniarWidiastuti and DwiWahyuPriyanto. The cover design is AchmadTaupik, the textbook setting in the Bupel 3 Department setting, and the printing company PT GeloraAksaraPratama. Then it was published by Erlangga Publisher in 2014. This textbook was made for high school students in grade 10. Here students not only learn English four basic things including listening, speaking, reading, writing, but also the components of language, grammar and vocabulary.

This Pathway to English textbook uses a revised 2013 curriculum. In the textbook there are 10 chapters with different themes and topics to learn for students. In the Pathway to English textbooks have a variety of exercises, including basic language skills namely listening, speaking, reading, writing, and there are also components of language, grammar and vocabulary. However, this research only focuses on WH-word essay questions such as what, who, when, where, why, and how.

In the Pathway to English textbooks there are 7 types of reading texts for 10th grade high school students including letters, report texts, analytic exposition texts, biographies, songs, dialogs, and procedural texts.

The figure and table below explain the distribution of essay reading exercises in the Pathway to English textbook.

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Table 4.1
The Distribution of the Essay Reading Exercises

Ch.	Theme	The Exercises in very Chapter	The Reading Exercises	The Essay Reading Exercises
1	Hi, My Name Is....	36 Exercises	3 Exercises	1 Exercises
2	Well Done !	31 Exercises	2 Exercises	1 Exercises
3	Congratulations !	16 Exercises	2 Exercises	1 Exercises
4	I Will Improve My English	27 Exercises	3 Exercises	1 Exercises
5	It's A Wonderful Place	45 Exercises	4 Exercises	3 Exercises
6	Listen To The School Announcement	19 Exercises	2 Exercises	1 Exercises
7	I've Been There	25 Exercises	1 Exercises	1 Exercises

8	Past Echoes Of The Nations	29 Exercises	1 Exercises	0 Exercises
9	A Long Time Ago	38 Exercises	3 Exercises	3 Exercises
10	Sing Your Heart Out	15 Exercises	0 Exercises	0 Exercises
	Total	281	21	12

The table above is a distribution table of essay reading exercises which found 281 exercises in each chapter, 21 reading exercises, and 12 reading essay exercises. In the textbook, it was found 12 reading essay exercises out of 21 reading exercises that contained various reading exercises such as essays, true or false, matching, short answer, fill in the blank, and complete the column.

For further explanation about the distribution of higher order thinking skill in the Pathway to English textbooks there are 6 types of reading exercises which can be seen in the table below;

Table 4.2
The Test Types of Reading Exercises

No	Reading Exercises	Chapter										Tot
		1	2	3	4	5	6	7	8	9	10	
1	Essay	Ex 33	Ex 15	Ex 11	Ex 18	Ex 7, 36, 39	Ex 14	Ex 15	Ex -	Ex 13, 15, 23	Ex -	12 Ex
2	True or False	-	-	-	Ex 18	-	Ex 16	-	-	-	-	2 Ex
3	Matching	Ex 9	-	-	Ex 19	-	-	-	Ex 8	-	-	3 Ex
4	Short Answer	Ex 25	-	Ex 10	-	Ex 24	-	-	-	-	-	3 Ex
5	Fill in the Blank	-	-	-	-	-	-	-	-	-	-	0 Ex
6	Complete the Column	-	Ex 10	-	-	-	-	-	-	-	-	1 Ex

	Total	3	2	2	3	4	2	1	1	3	-	21
		Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex		Ex

The table above explains that there are 6 types of reading exercises in a text book with 21 exercises. Where the highest distribution is obtained reading practice essay questions with a total of 12 exercises, right or wrong question exercises get 2 exercises, match gets 3 exercises, short answers get 3 exercises, fill in blank gets 0 and complete column gets 1 exercise. The table above shows that each type of reading essay exercise in the Pathway to English textbooks in the 10 chapters obtained uneven results.

The level of higher order thinking distribution which consists of analyze, create, and evaluate skill only gets 3 question from 72 question reading essays. Analyze domain or C4 gets 2 items while create domain or C5 there is no question, and evaluate domain gets 1 item. It also shows that the distribution of the lower order thinking skill (remember, understand, apply) obtains 95.84% with 69 questions while the higher order thinking skill (analyze, create, evaluate) only obtains 4.16% with 3 questions.

Moreover, the following two tables add together the essay reading question based on their each skill so the kinds of the question which belong to the three skills in the higher order thinking could be seen clearly.

B. The Discussion of the Data

Before textbooks are used, the teacher must evaluate first to find out how well the textbooks are used in providing higher order thinking skills to students because with critical thinking students can easily participate in varied and challenging lessons during the teaching and learning process.

Here are 6 cognitive sections in the revised Bloom taxonomy edition. The six parts are divided into lower order thinking (remember, understand, apply) and higher order thinking (analysis, creating, and evaluating). And the authors want to know the distribution of higher order thinking skills in each essay reading practice questions using the cognitive section.

From 10 chapters in the Pathway to English textbook, there are 12 reading essay exercises that get 72 essay questions with higher order thinking only get 3 questions while lower order thinking gets 69 questions. In Bloom's revised taxonomy it has 6 cognitive parts including remember, understand, apply, analyze, create, and evaluate. Where higher order thinking skills are divided analyze, create, and evaluate. Here the essay reading exercise is analyzed using a checklist table to find out the distribution of cognitive parts in each essay reading question.

Based on the analysis of the distribution of higher order thinking skills, it shows that the analyze skill gets the highest distribution while the

create skill does not obtain a distribution or zero, and the evaluating skill gets the second highest distribution. It can be seen that the distribution of the three skills is uneven.

The table below explains how the authors collected data using the analysis card and checklist table.

The Distribution of the Cognitive Domain in Essay Reading Exercises

Ch	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
1	1	How old is Tom?	√					
	2	Where does Tom actually come from?	√					
	3	Where does Alexander study?	√					
	4	What does Tom's mother do?		√				
	5	Who are Tom's favorite musicians?	√	√				
	6	Why did Tom's father move to Stockholm?		√				
	7	Why does Tom want to be a computer scientist?						
Total			4	3	0	0	0	0
Score			7					

The table above explains the distribution of cognitive domains in essay reading exercises in the Pathway to English textbook in chapter 1, obtaining 7 questions on essay reading exercises for lower order thinking skills, including remembering skills (C1) getting 4 items and understanding (C2) getting 3 items while Higher order thinking skills in chapter 1 do not get a matter of reading essay practice.

The Distribution of the Cognitive Domain in Essay Reading Exercises

Ch	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
2	1	Who wrote the letter?	√					
	2	Who is the letter likely for?	√					
	3	What is the purpose of writing the letter?		√				
	4	What does the writer mean by this?		√				
	5	What kind of a person do you think the writer is?		√				
	6	What kind of a person do you think the receiver is?		√				
Total			2	4	0	0	0	0
Score			6			0		

The table above explains the distribution of cognitive domains in essay reading exercises in the Pathway to English textbook in chapter 2 obtaining 6 essay practice questions reading lower order thinking skills, including remembering skills (C1) getting 2 items and understanding (C2) getting 4 items while Higher order thinking skills in chapter 2 do not get a reading essay practice questions.

The Distribution of the Cognitive Domain in Essay Reading Exercises

Ch	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
3	1	What is the letter about?		√				
	2	To whom is the letter addressed?	√					
	3	Who wrote the letter?	√					
	4	Why did she write the letter?		√				
	5	Where did Linda graduate from?	√					
Total			3	2	0	0	0	0
Score			5			0		

The table above explains the distribution of cognitive domains in essay reading exercises in the Pathway to English textbook in chapter 3 gets 5 questions essay reading practice lower order thinking skills, including remembering skills (C1) getting 3 items and understanding (C2) getting 2 items while the higher order thinking skills in chapter 3 do not get a reading essay practice questions.

The Distribution of the Cognitive Domain in Essay Reading Exercises

Ch	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
4	1	What is the letter about?		√				
	2	What is the relationship between AndiManuhutu and MrWirakusuma?	√					
	3	Why does AndiManuhutu send a letter to MrWirakusuma?		√				
	4	What does AndiManuhutu expect by sending the letter?		√				
	5	Why do you think AndiManuhutu has MrWirakusuma reserve a room for him?				√		
Total			1	3	0	1	0	0
Score			4			1		

The table above explains the distribution of cognitive domains in essay reading exercises in the Pathway to English textbook in chapter 4 obtaining 5 questions for reading essay practice questions. Where lower order thinking skills, including remembering skills (C1) get 1 items and understand (C2) get 3 items while higher order thinking skills analyze skills (C4) get 1 items.

The Distribution of the Cognitive Domain in Essay Reading Exercises

Ch	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
5	1	What is the text about?		√				
	2	What does the writer try to describe?		√				
	3	The first paragraph tells the readers about		√				
	4	The characteristics of Purna Bhakti Pertiwi Museum can be found in paragraph	√					
	5	The main idea of the third paragraph is?		√				
	6	What do you think of the 'Purna Bhakti Pertiwi' museum?	√					
	7	Where is the town/ city located?	√					
	8	How large is the area?	√					
	9	What is the population?	√					
	10	What ethnicities live there?		√				
	11	What are the popular landmarks that the town/ city is famous for?		√				
	12	What does the text tell you about?		√				
	13	What is the purpose of the text?		√				
	14	Does the text use adjectives? Mention them.	√					
	15	Is the text in simple present tense?	√					
Total			7	8	0	0	0	0
Score			15			0		

The table above explains the distribution of cognitive domains in essay reading exercises in the Pathway to English textbook in chapter 5 obtaining 15 questions on essay reading practice. Where lower order thinking skills, including remembering skills (C1) get 7 items and understand (C2) get 8 items while higher order thinking skills get 0 items.

The Distribution of the Cognitive Domain in Essay Reading Exercises

Ch	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
6	1	What is the text about?		√				
	2	What is the purpose of the text?		√				
	3	What should the participant do if he/ she wants to join this activity?	√					
	4	How much should one pay for the seminar and workshop?	√					
Total			2	2	0	0	0	0
Score			4					

The table above explains the distribution of cognitive domains in essay reading exercises in the Pathway to English textbook in chapter 6 obtaining 4 questions on essay reading practice. Where lower order thinking skills, including remembering skills (C1) get 2 items and understand (C2) get 2 items while higher order thinking skills get 0 items.

The Distribution of the Cognitive Domain in Essay Reading Exercises

Ch	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
7	1	Who wrote the letter?	√					
	2	Who is the letter likely to be for?	√	√				
	3	What is the writer's purpose of writing the letter?		√				
	4	What does the writer mean when he wrote 'It was very tiring but the view of the lake was just gorgeous'?	√					
	5	What kind of a person do you think the writer is?	√					
	6	What kind of a person do you think the recipient is?						

Total	4	2	0	0	0	0
Score	6					

The table above explains the distribution of cognitive domains in essay reading exercises in the Pathway to English textbook in chapter 7 obtaining 6 questions of essay reading practice questions. Where lower order thinking skills, including remembering skills (C1) get 4 items and understand (C2) get 2 items while higher order thinking skills get 0 items.

In the Pathway to English textbook for 10th grade high school students in chapter 8, there is no question of reading essay practice questions so that the distribution of the cognitive domain in essay reading exercises gets 0 items.

The Distribution of the Cognitive Domain in Essay Reading Exercises

Ch	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
9	1	What made Serunting a mighty man?	√					
	2	What was the quarrel between Serunting and AryaTebing about?		√				
	3	How did AryaTebing defeat Serunting?	√					
	4	How did Serunting feel when he lost the flight?	√					
	5	When did Serunting get the power from the God of Mahameru?	√					
	6	Do you think Serunting's new power was a blessing or a catastrophe? Why?						√
	7	What do the underlined words refer to?			√			
	8	Where would you put these expressions in the text?	√					
	9	Which moral lesson is NOT appropriate for this story?	√					

10	What do you think of the end of the story?				√		
11	What did the king promise the queen?		√				
12	Who took care of the princess's after the queen passed away?	√					
13	How was the princess stepmother's behavior towards the princess?	√					
		√					
14	How did the king send the princess regards to the Green Knight?		√				
15	Had the princess and the Green Knight known each other very well?		√				
16	Why did the Green Knight visit the princess secretly?		√				
17	Why did the Green Knight stop visiting the princess?	√					
18	How did the princess save the Green Knight?			√			
19	What do the underlined words refer to?	√					
20	When did the peasant and his wife meet the pigmy boy?	√	√				
21	When did the wagon get so heavy?	√					
22	What happened on their way to the forest?		√				
23	When did the boy want to stop?						
24	What happened to the boy then?						
Total		13	7	2	1	0	1
Score		22			2		

The table above explains the distribution of cognitive domains in the practice of reading essays in the Pathway to English textbook in chapter 9 which gets 24 questions about essay reading exercises. Where lower order thinking skills get 22 questions about reading essay practice, namely remember skills (C1) get 13 items, understand (C2) get 7 items, and apply (C3) get 2 items while higher order thinking skills get 2 questions about

practice essay reading is analyze skills (C4) get 1 item, create (C5) get 0 items, and evaluate (C6) get 1 item.

In the Pathway to English textbook for 10th grade high school students in chapter 10, there is no question of reading essay practice questions so that the distribution of the cognitive domain in essay reading exercises gets 0 items.

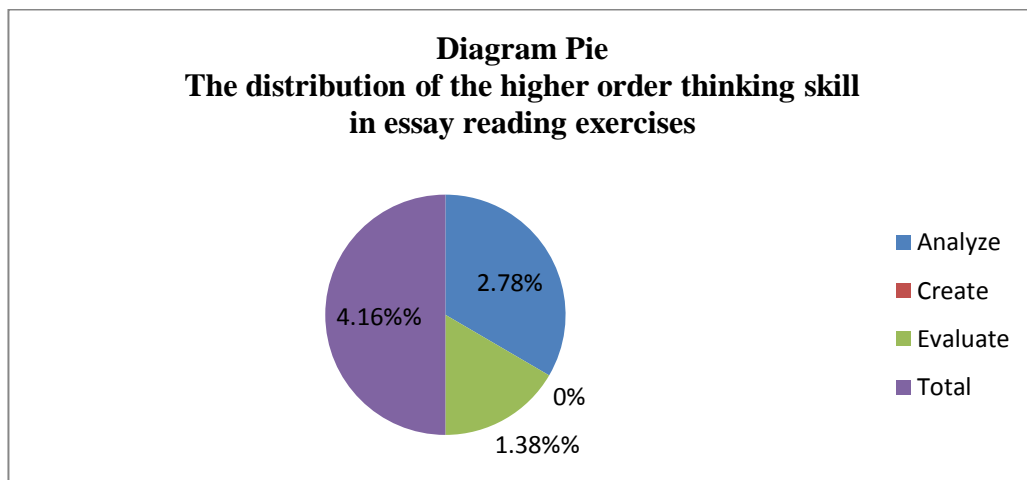
It can be concluded that the table above shows that there are 72 reading essay practice questions in the Pathway to English textbook. Where higher order thinking skills consist of analyze, create, evaluate. Analyze skills get 2 questions from 72 questions or 2.78%, create skills get 0 items from 72 questions or 0%, and evaluate skills get 1 item from 72 questions or 1.38%. So, the total number of higher order thinking skills obtained 3 items from 72 question questions or 4.16%.

Furthermore, the table below explains the percentage and distribution of reading essay exercises in analyze higher order thinking skills in the Pathway to English textbooks.

Table 4.3

The Distribution of the Higher Order Thinking Skill in Essay Reading Exercises

No	Higher Order Thinking Level	Essay Reading Question	Total Score
1.	Analyze	2	$2/72 \times 100\% = 2.78\%$
2.	Create	0	0
3.	Evaluate	1	$1/72 \times 100\% = 1.38\%$
Total		3	$3/72 \times 100\% = 4.16\%$

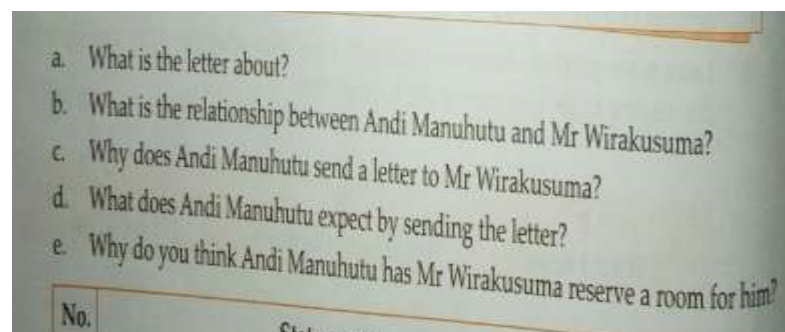


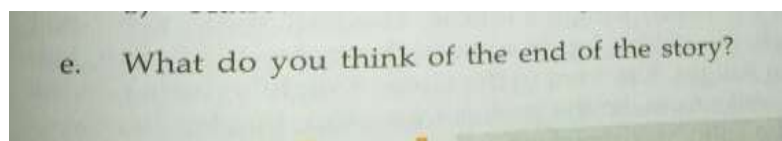
The table and diagram above shows that there are 2 out of 72 essay questions about reading skills analysis or 2.78%. And secondly, making skills did not get the distribution of essay reading practice questions or 0%, while evaluating skills got 1 essay reading question or 1.38%.

For more details of the three skills above, we can see in the table and figure below.

Table 4.4
The Questions List of Analyze Skill

Ch.	No.	Questions List of Analyze Skill
4	5	Why do you think AndiManuhutu has MrWirakusuma reserve a room for him?
9	10	What do you think of the end of the story?



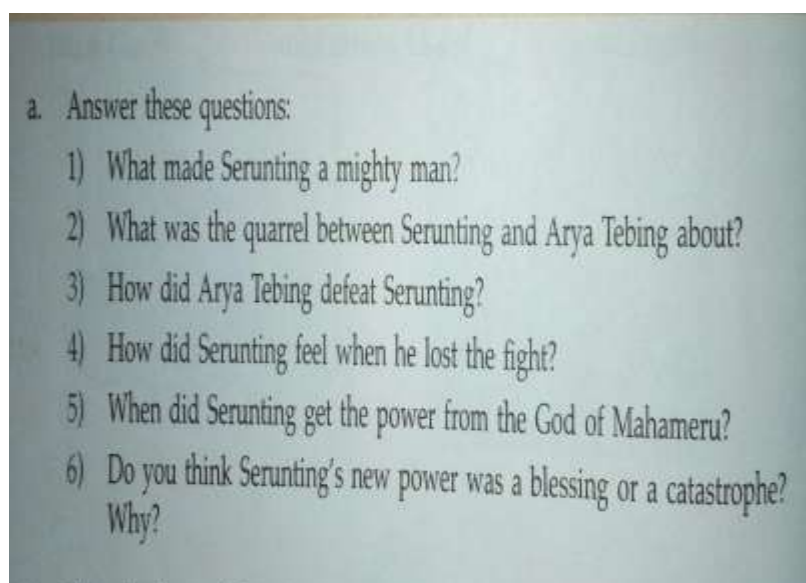


From the table and figure 4.4 above it shows that there are two questions about reading essays in analyzing skills, which are found in chapters 4 page 72 in exercises 18 and 9 page 173 in exercises 13.

And the create skills in this Pathway to English textbook do not get a reading essay question.

Table 4.5
The Questions List of Evaluate Skill

Ch.	No.	Questions List of Evaluate Skill
9	6	Do you think Serunting's new power was a blessing or a catastrophe? Why?



From the table and figure 4.5 above it shows that there are 1 question out of 72 essay questions to evaluate skills found in chapter 9 page 172 in exercises 13. Where the evaluate skills are the most critical thinking skills among the three higher order thinking skills.

This study has the same results as the Igbaria study which concluded that the distribution of lower order thinking skills is higher than higher level thinking skills. Because lower order thinking questions are common and common in lesson plans that are easily answered by students and more easily made by teachers.

In contrast, Airasian and Russel's statements explain that higher order thinking questions make the teacher wait a long time for students to answer these questions. Therefore the authors think that the textbook author is concerned about the time constraints in teaching and learning in the classroom.

So, it can be concluded that of the three skills above obtain a distribution of higher order thinking skills is not balanced. Where the highest distribution is obtained by analyzing skills with the amount of 2.78% while the lowest distribution is obtained by creating skills with the amount of 0% and the evaluating skill distribution is obtained by the amount of 1.38%. The total number of higher order thinking skills obtained 4.16%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Textbooks are one of the learning media to facilitate teachers in delivering and developing material in the classroom. And textbooks are very important for students in the learning and teaching process because without textbooks students do not have a purpose for learning. Thus, textbooks make it easy for students to gain an understanding of the lesson. However, in the community environment a lot of criticism and suggestions regarding the use of textbooks. One of them is that the textbook contains too little material and is not challenging enough for teachers and students. For this reason, textbooks must be improved with various exercises or tasks, fluency in practicing the four basic language skills, namely; listening, speaking, reading and writing. Higher order thinking skills can make students think more critically and solve problems in the learning process. However, exercises involving higher order thinking skills in textbooks are still minimal in the current teaching and learning process.

Here the author only focuses on reading skills and analyzes reading essay exercises in the 2013 revised Pathway to English textbook curriculum for SMAN 5 grade 10 in Bengkulu city to find empirical evidence of the distribution of higher order thinking skills in reading essay exercises.

After analyzing using Pathway to English textbooks, analysis cards, and checklist tables as instruments to collect data, the authors conclude that the distribution of higher order thinking skills in essay reading exercises is lower than the distribution of lower level thinking. With the results of the data showing that the distribution of higher order thinking skills in the practice of reading essays in the Pathway to English textbook only obtained 3 out of 72 questions or 4.16% while the distribution of lower order thinking skills obtained 69 of 72 questions or 95.84%.

We can see that the results of the analysis of the distribution of higher order thinking skills are as follows:

- a. Analysis skills, obtained the highest distribution results, obtained 2 of 72 questions or 2.78%.
- b. Skill create, do not get distribution results or 0%. And
- c. Skill evaluate, obtain the distribution of 1 of 72 questions or 1.38%.

It can be concluded, that the distribution of higher order thinking skills in essay reading questions in the Pathway to English textbooks is low and unbalanced. Because, higher order thinking skills in the Pathway to English textbooks have less questions about reading essay practice questions, and less variation in higher order thinking skills.

B. Suggestion

The writer would like to give some suggestions that might be useful for teachers, students, and everyone who reads this research:

1. The English teacher must evaluate or check the contents of the textbook

whether the material and exercises in the textbook are appropriate for the needs and abilities of students.

2. English teachers do not rely too much and take for granted the contents of textbooks.

3. Textbook writers and English teachers need to increase their high-level thinking skills training that can train students' ability to have higher order thinking skills.

4. The teacher must encourage students to practice their thinking to be more critical and logical.

5. Readers of this study are expected to get some references in the selection of textbooks, about reading problems, and the importance of higher order thinking skills in education or society.

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The Analysis Card

Level	Key Words
Remember: Recall data or information from long-term memory.	Examples: List the names of the main characters in the story. Key words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Understand: Understand the meaning, translation, interpretation and interpretation of instructions and problems. State a problem in one's own words.	Examples: What was the main idea of the story? Key words: comprehends, converts, distinguishes, estimates, explains, gives an example, interprets, paraphrases, rewrites.
Apply: use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	Examples: Using what you know about the structure of the stories read in class, write a new story of your own. Key words: applies, changes, computes, demonstrates, discovers, manipulates, operates, predicts, prepares, relates, shows, solves, uses.
Analyze: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Examples: Break the story down into its separate parts, describing how they relate. Key words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Evaluate: Make judgments about the value of ideas or materials.	Examples: Is this a well written story, in your opinion? Why? Key words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, justifies, relates, summarize.
Create: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Examples: By combining these two stories about whales, what would you predict about the future of the whale population on earth? Key words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Source; Bloom (1956).


Appendix 2

The Checklist Table

Ch.	No.	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
Score								


Appendices 2

45. Read this letter carefully and answer the questions.




Hello! My name is Thomas. I'm 16. I live in Stockholm, the capital of Sweden, but I only moved here 5 years ago when my father was relocated to his job. Before that, I lived in Gothenburg. I have a brother, Alexander, who is 19. He is studying law at Stockholm University. My father used to work as a computer analyst, but now teaches at the KTH Royal Institute of Technology.

Growing up around parents who worked with computers, I became interested in computers too. I had my first computer on my seventh birthday. At first, I only used it for playing games and doing my homework, but then I realized there are a lot of things that I could do with it. My parents introduced me to computer programming, and now I am proficient in Pascal, C++ and HTML. I've made several programs and uploaded them on my site. I dream to be a programmer.




Aside from programming, I also like listening to music. I like listening to Bruno Mars and Ellie Goulding. I bought all of their albums and would like to go to one of their concerts one day. My other hobby is playing sports. I like playing soccer, swimming, and mountain biking. I have played in several local tournaments and even won great trophies for individual and team competitions. I also like reading books and watching movies. I love stories and movies with fantasy elements in them, especially novels by J. R. R. Tolkien and their movie adaptations. That's why I also got hooked on playing "Middle Earth". It's a game based on books by Tolkien. I usually play it with my friends on the weekend, when I'm not busy with homework or my other hobbies.



I'm currently working toward my dream to study computer science at MIT or UC Berkeley in the U.S. So, in addition to learning about computers, I'm also taking general and academic English lessons. After graduating in three years, I will apply for scholarships. I study hard every day in the hope that I will achieve my dream.

46. Check your comprehension. Answer the following questions.

- How old is Tom?
- Where does Tom actually come from?
- Where does Alexander study?
- What does Tom's mother do?
- Who are Tom's favorite musicians?
- Why did Tom's father move to Stockholm?
- Why does Tom want to be a computer scientist?
- In which paragraph can you find these main ideas?
 - Tom's family
 - Tom's first computer
 - Tom's hobbies
 - Tom's dream



Ask your friends:

- Have they ever written a pen-pal letter?
- What are the similarities of their pen-pal?
- What is the purpose of writing a pen-pal letter?
- Did they send the letter by e-mail or postal service?
- How does English improve much by writing pen-pal letters?

The picture above is a type of reading exercises essay found in chapter 1 on pages 24-25 about the letter. It turns out there is no question about reading practice in a higher order thinking skill. The lower order thinking skills obtained 7 questions including remember skill to get 4 items, while understand get 3 items.

13. Read the text carefully and answer the following questions.

You have given me two decades of happiness and joy, but I don't think I have expressed my appreciation to you. That's why I chose to write this letter, the first in so many years.

You have always loved seeing stage plays, but we haven't gone to see one in years. So, I decided to purchase tickets for us to see "Macbeth" for Saturday evening. It has been showing for a few days now and received nice reviews. I still remember it's your favorite of all Shakespeare's plays.

We got married early and our children started arriving quickly that we rarely had the time to go see plays anymore. I don't think either of us minded, though, because our children always gave us so much joy. How I admired your patience and positive outlook as a mom! I don't know how you did everything so naturally.

I'm forever grateful for everything I benefited from your guidance and affection as much as our children did. Now that they have all grown up, I'm glad they always think about their childhood fondly.

- 1) Who wrote the letter?
- 2) What is the letter likely for?
- 3) What is the purpose of writing the letter?
- 4) Use clues in sentences to guess the meaning of the words in bold.
 - a. So, I decided to purchase tickets for us. (Paragraph 2)
 - b. After we were married, though, our children started arriving quickly. (Paragraph 3)
 - c. How I admired your patience and positive outlook as a mom! (Paragraph 3)
 - d. I benefited from your guidance and affection. (Paragraph 4)
- 5) Give the following details about the writer.
 - marital status
 - age
 - hobby
- 6) What does the writer mean by this? "You have given me two decades of happiness and joy, but I don't think I have expressed my appreciation to you. That's why I chose to write this letter, the first in so many years." (Paragraph 1)
- 7) What kind of a person do you think the writer is?
- 8) What kind of a person do you think the receiver is?

The picture above is a type of essay reading exercises in chapter 2 on page 41 about letters, there should be no practice questions reading essay in higher order thinking skill. In this chapter there are only 6 lower order thinking skill exercises.

11. Read the following congratulations letter and answer the questions.

455 East Village Suite 973
New York 10023-6825

Linda Campbell
620 South Ave. New York

25 June 2016

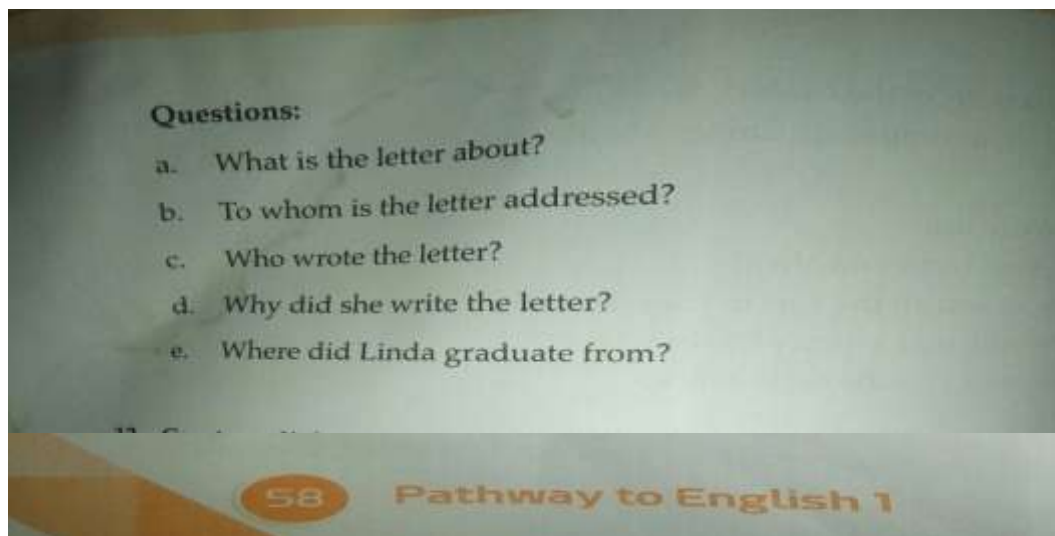
Dear Linda,

I would like to sincerely congratulate you on your recent graduation from Mountain State University with your MBA.

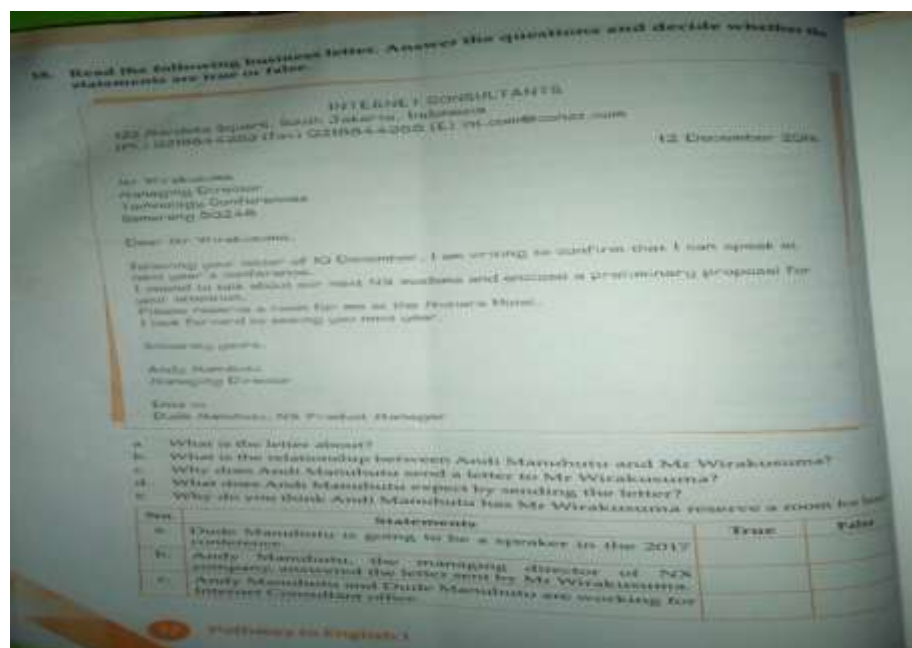
I must say that I was not surprised by your success. As an employee in our company, I noted how bright you are and how you have a very quick mind for business. I can only hope that your experience working with us contributed in some small way to your success.

On behalf of the management and staff at Everwood Resorts, I wish you all the best in your future career and life endeavors, whatever they may be.

Yours sincerely,
Claire Smith
President and CEO



The picture above is a type of essay reading exercises in chapter 3 on page 57-58 about letters that have no practice questions reading essays in higher order thinking skills in this chapter there are only 5 lower order thinking skills exercises. In chapter 3 remember skill obtains 3 items while understand skill obtains 2 items out of 5 questions.



The picture above is a type of reading exercises essay found in chapter 4 on page 72 of letters that get 4 items for lower order thinking skill including remember skills to obtain 1 item and understand skill to get 3 items while higher order thinking skill get 1 item that is analyze skill.


WRITTEN DESCRIPTION

34. Read the following descriptive text carefully.

Semarang City, the capital of Central Java Province, is located on the northern coast of Java island. Like all municipalities in Indonesia, it is led by a mayor. The southern parts of the city are higher than its northern parts. The city covers an area of over 200 square km. It is divided into 16 kecamatan or sub-districts. Similar to all regions in Indonesia, Semarang has a tropical climate, with wet and dry seasons.

As of 2015, the population of Semarang City has reached 1.8 million, placing it fifth in the list of most dense cities in Indonesia. The people are predominantly Javanese, but it also has a considerably high number of people of Chinese ethnicity. Bahasa Indonesia and Javanese are the main languages spoken in the city. The population of Chinese ethnicity also speaks Mandarin or Hokkien.

As there are many people of Chinese ethnicity in Semarang, many Chinese temples were built as their places of worship. The Sam Poo Kong is the oldest in Semarang. Other historical landmarks in the city include Tugu Muda, Blenduk Church, and Lawang Sewu. Tugu Muda is a monument commemorating Indonesia's independence struggle. Blenduk Church is a Protestant church built by the Dutch in 1753. Lawang Sewu was built as the headquarters of Dutch East Indies Railway Company. It is famous for its numerous doors, hence the name, literally meaning "thousand doors."

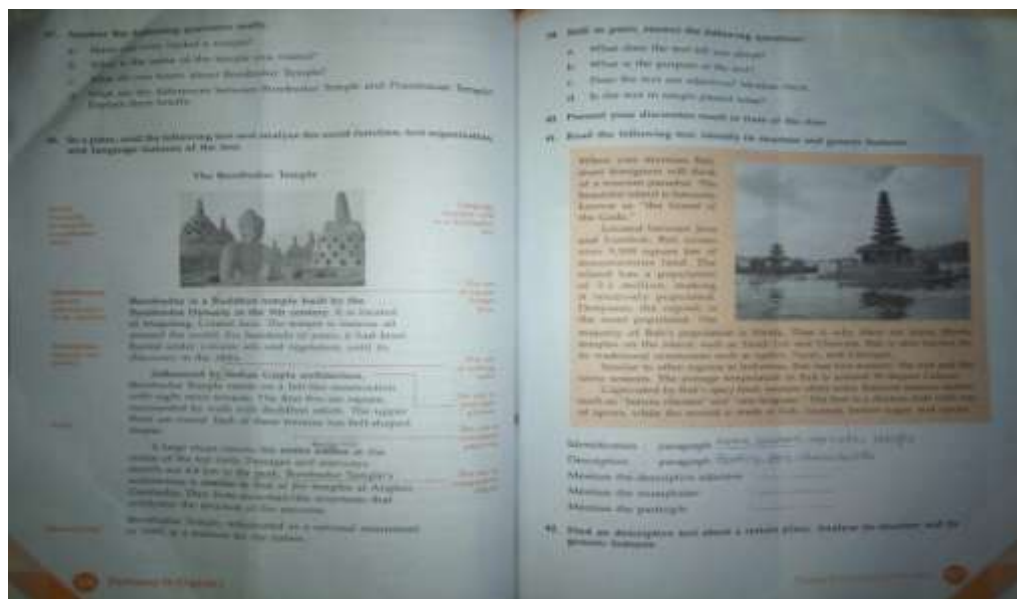


35. Complete the following list with the information found in the text.

a. Location	
b. Size	
c. Climate and seasons	
d. Sub-districts	
e. Population	
f. Ethnicities	
g. Languages	
h. Popular landmarks	

36. Find information on your favourite town/city. In pairs, take turns asking and answering the following questions based on the information you found.

- Where is the town/city located?
- How large is the area?
- What is the population?
- What ethnicities live there?
- What are the popular landmarks that the town/city is famous for?




The picture above is a type of reading exercises essay found in chapter 5 on page 84, 105, and 106-107 about Purna Bhakti Pertiwi Museum, Semarang City, and The Borobudur Temple turns out there are no questions about reading essay practice in higher order thinking skills. In chapter 5 there are 15 questions about lower order thinking skills including remember skills get 7 questions while understand skills get 8 questions from 15 questions lower order thinking skills.

WRITTEN ANNOUNCEMENT

14. In pairs, read the text below and answer the questions.

To preserve
The Indonesian Cultural Heritage,
especially "Batik", the Art Extra-curricular Class
will hold a Batik-Making Seminar and Workshop
for 4 sessions
on Sunday, at 9 a.m. at SMA 5 Auditorium.
Those who would like to participate in this activity
can contact Wirajati
at jati-contact@yahoo.com
or call at 0812297 1234



a) What is the text about?
b) What is the purpose of the text?
c) What should the participant do if he/she wants to join this activity?
d) How much should one pay for the seminar and workshop?

15. In pairs, read the announcements below. Then fill in the table with the information from the text.

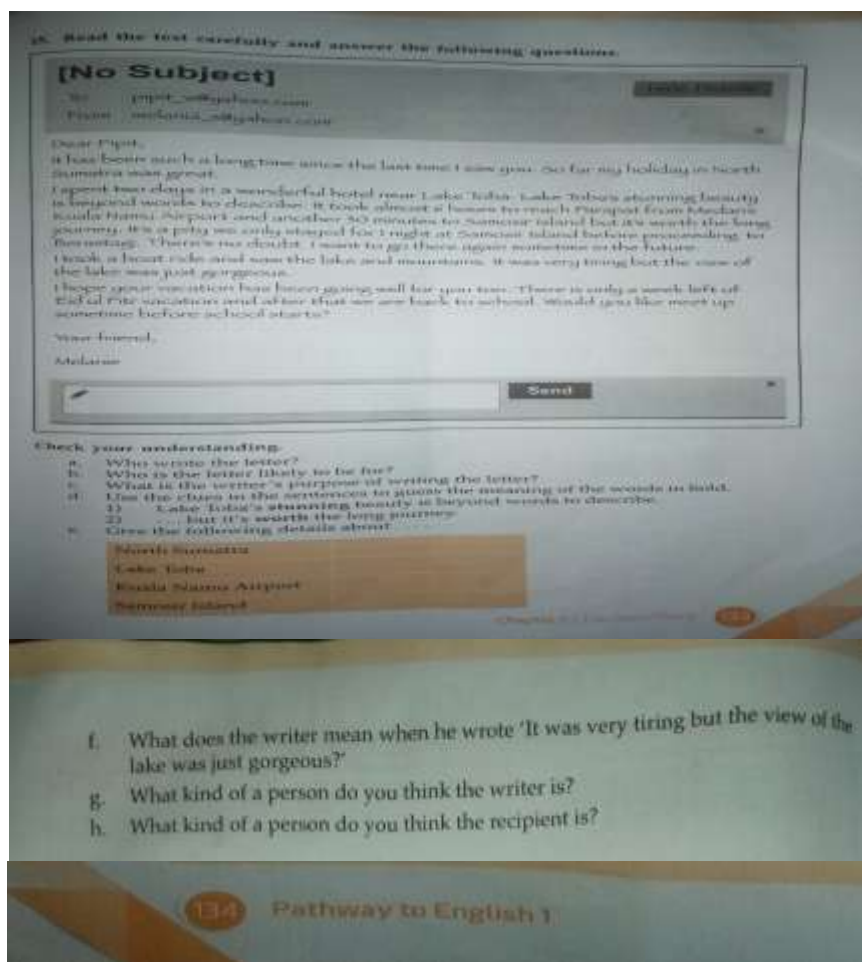
Since the mathematics teacher is having a technical meeting of National Olympic Competition in Jakarta from 27 to 29 March 2016, the mathematics lessons for Class X8 and X9 are cancelled today. The lessons will be held again on 2 April 2016.
Please be informed.

Margana
Maths Teacher

a) Topic	
b) Reason	
c) Next lesson	
d) The writer	

Chapter 6 | LISTENING AND SPEAKING

The picture above is a type of reading exercises essay found in chapter 6 on page 117 of the written announcement, it turns out that there is no question about higher order thinking skills. In chapter 6 there are 4 questions about lower order thinking skills including remember skills get 2 questions while understand skills get 2 questions from 4 questions.



The picture above is a type of reading exercises essay found in chapter 7 on pages 133-134 about letter. It turns out there are no questions about reading essay practice in higher order thinking skills. In chapter 7 there are 6 questions about lower order thinking skills including remember skills getting 4 questions while understand skills get 2 questions from 6 practice questions.

13. Read the text carefully and answer the following questions.

The Legend of Si Pahit Lidah (From South Sumatra)

Once upon a time, there lived a mighty young man named Serunting in Sembuing, South Sumatra. He was very powerful due to the fact that he was the son of a powerful giant and 4 princesses. Princess Longgang, Serunting had a brother-in-law named Arya Tebing. Arya Tebing's wife was Serunting's wife.

The two young men quarrelled because of Serunting's jealousy over Arya Tebing. Each of them had rice paddies, side-by-side, separated by a dilapidated fence line. On this rice, some mushrooms grew. The ones that grew overlooking Arya Tebing's rice paddy turned into gold, while those that grew overlooking Serunting's turned into useless starchy grass. This made Serunting envious. No matter how hard he tried to move the fence, the mushrooms overlooking Arya Tebing's rice paddy remained gold.

Eventually, a violent fight broke out between them. Knowing that Serunting was mightier than him, Arya Tebing gave up fighting. He persuaded his wife to find out Serunting's weakness. She told Arya that Serunting concealed his seed in the highest starchy grass, which assured ambition even when the wind blew on it.

The next day, both young men resumed their fight. Having learned the secret, Arya Tebing plucked the starchy grass with his spear. Serunting fell and his leg was badly injured. Serunting knew that his wife had betrayed him so he left angrily. He headed to Mount Sumbing and asked the God of Mahamoni for magical powers. The god told him to sit and meditate under a bamboo tree until his body was completely covered by the bamboo leaves. Serunting did that for two years and succeeded in getting the magical powers. Whatever words he spoke would turn into a curse immediately. From then on, people called him "Si Pahit Lidah" (the bitter tongue). Now to him who dared offend Serunting. Everybody feared him because everyone who opposed Serunting was cursed to waste by his curse.

A. Answer these questions:

1. What made Serunting a mighty man? (superstition) *How?*
2. What was the quarrel between Serunting and Arya Tebing about?
3. How did Arya Tebing defeat Serunting?
4. How did Serunting feel when he lost the fight?
5. When did Serunting get the power from the God of Mahamoni?
6. Do you think Serunting's new power was a blessing or a catastrophe? Why?

B. What do the underlined words refer to?

1. The two young men had a quarrel.
2. The ones which grew overlooking Arya Tebing's rice paddy.
3. This made Serunting envious.
4. Even when the wind blew on it.
5. Serunting did that for two years.

Pathways to English

- a. Where would you put these expressions in the text?
 1. Serunting did not know what to do and not to forget. "What a hole man he is!"
 2. "Serung, please find out the secret of Serunting's magical power," begged Arya Tebing.
 3. "Let's fight and see who is the winner now!" Arya Tebing challenged Serunting.
 4. "I may lose today but I'll come back one day and take my revenge," he thought.
 5. He said, "Oh, mighty God, please endow me with your powerful strength."
 6. "Now, nobody will defeat me," he said in his heart.
- b. Which moral lesson is NOT appropriate for this story?
 1. One should think carefully before one takes action.
 2. Don't desire things that are not yours.
 3. Think twice before you do something.
 4. Fighting is not a solution to overcome a problem.
 5. Every will bring you to destruction.
 6. Be careful what you wish for.
 7. Revenge is very destructive.
 8. Hatred will result in revenge.
- c. What do you think of the end of the story?

Remember!

A folktale is a story passed on orally and not recorded in writing. Therefore, it is often partly modified by storytellers before being written down in a book. Folktale includes legends, myths, and stories that often have magical things and magical transformations.

14. Discuss the following questions:

- a. Circle which of the following characters are good characters in a story entitled *The Giant's Foot*.
 1. the giant
 2. the king
 3. the princess
 4. the messenger
 5. the giant's knight
 6. the messenger
- b. Discuss with your friends where and when the following story might take place.

Source: *Pathways to English*

15. Read the text and answer the questions.

The Green Knight

I was an unlucky king. My queen had passed away and my daughter asked me to marry a widow who had already had a daughter. I objected but she would not be convinced, so I married the widow.

My new wife and stepdaughters always mistreated my daughter, so I decided to send my daughter to our summer palace. One day, I had to bid my daughter goodbye to see a tournament. She asked me to send her regards to the Green Knight. On the way home, I passed a forest where I met a huntsman and his many cattle. I asked him where cattle they were and he told me that they were the Green Knight's. I continued walking and saw the amazing castle where the Green Knight lived. He was a handsome young man. Without thinking, I sent him my daughter's regards. The young man said he did not know her. However, he gave me a green book as a gift.

When I got to my palace, I saw my daughter and gave her the green book from the Green Knight. My princess was glad to receive it and read the book quickly. Suddenly, a man flew in the castle trying to get my daughter's attention. She recognised him as the man had she dreamed of. The flying man started courting my daughter secretly. Unfortunately, my wife found out and made an evil plan. She poisoned a pair of scissors in the window. One day, the flying man was injured by those scissors and stopped visiting my daughter.

My daughter heard about the Green Knight's illness. The only thing that could cure him was the young snakes in my stables. I gave some of the snakes to my daughter and asked her to cure the Green Knight. She went to the Green Knight's castle to work as a maid. She persuaded the cooks to make the snakes into soup. Finally, the Green Knight recovered after eating the soup for three days.

Learning of the knight's recovery, my daughter went to see him and ask him to marry her. He refused because he did not recognise her as a humble maid. Then my daughter cleaned herself up. The Green Knight then recognised her and promised he would marry her. In the end, they got married and lived happily ever after.

- What did the king promise the queen?
- Who took care of the princess after the queen passed away?
- How was the princess's stepmother's behaviour towards the princess?
- How did the king send the princess' regards to the Green Knight?
- Had the princess and the Green Knight known each other very well?
- Why did the Green Knight visit the princess secretly?
- Why did the Green Knight stop visiting the princess?
- How did the princess save the Green Knight?
- What do the underlined words refer to?

My new wife and stepdaughters always mistreated my daughter, so I decided to send my daughter to our summer palace. One day, I had to bid my daughter

Pathways to English 1

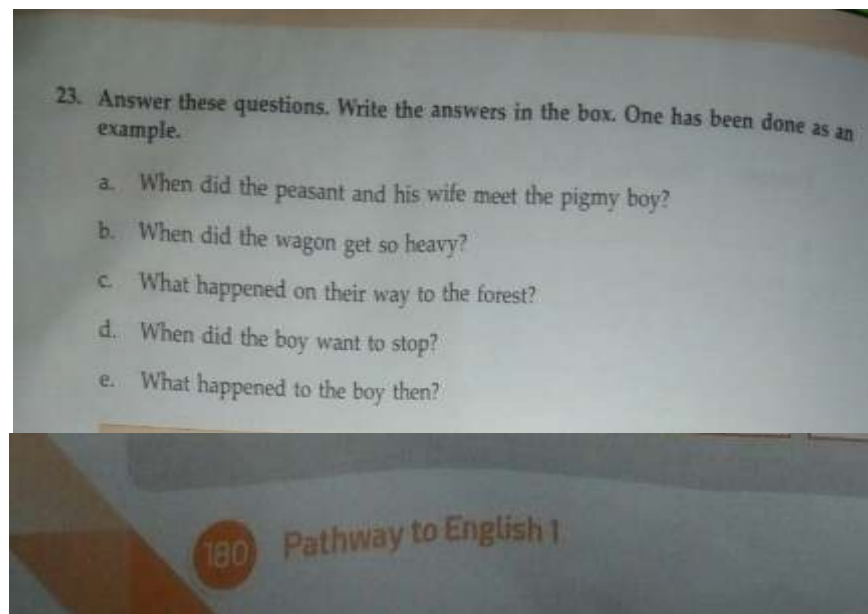
PAST PERFECT

22. Read this passage and pay attention to the underlined sentences.

Once upon a time in Ivory Coast in East Africa, there was a poor, kind-hearted peasant who lived with his wife in a quiet village.

One day, a famine struck his village, so the peasant and his wife moved to another village across a deep forest. They drove a small wooden wagon withdrawn by an old donkey. After they had left their village, they met a pigmy boy on the way to the forest. The boy waved to them. The peasant stopped his wagon and the boy asked them for a lift on the wagon. The farmer permitted him.

As soon as he had got into the wagon, the wagon got so heavy that it ran more slowly than before. The boy had not said anything to the peasant and his wife until they reached the forest. When they had reached the middle of the forest, suddenly the boy said to them, "Can I stop here for a while, please?" Before the peasant replied, the boy had disappeared.



The picture above is a type of reading exercises essay found in chapter 9 on pages 172-173, 174, and 179-180 about the legend of si pahit lidah, the green knight, and read this passage and pay attention to the underlined sentences there are 22 lower order thinking skills questions. The lower order thinking skills include remember skills to get 13 questions, understand skills to get 7 questions, and apply skills to get 2 questions while the higher order thinking skills obtain 2 questions including analyze skills get 1 question while create get 0 questions and evaluate skills get 1 questions.

Appendices 3

True or False

The picture below is a type of reading exercises true or false found in chapter 4 on pages 72-73 about letter and chapter 6 on pages 118-119 about announcements.

18. Read the following business letter. Answer the questions and decide whether the statements are true or false.

INTERNET CONSULTANTS
123 Beach Square, South Jakarta, Indonesia
toll: 228844333 ftn: 2218644265 icl@icconsultant.com

12 December 2016

Mr Wirakusuma
Managing Director
Technology Conference
Semarang 2017

Dear Mr Wirakusuma,

Following your letter of 10 December, I am writing to confirm that I can speak at next year's conference.

I intend to talk about our latest NX machine and attach a preliminary proposal for your reference.

Please reserve a room for me at the Mutiara Hotel.

I look forward to seeing you next year.

Sincerely yours,

Andi Manuhutu
Managing Director

Encs: 1
Dede Manuhutu, NX Product Manager

a. What is the letter about?
b. What is the relationship between Andi Manuhutu and Mr Wirakusuma?
c. Why does Andi Manuhutu send a letter to Mr Wirakusuma?
d. What does Andi Manuhutu expect by sending the letter?
e. Why do you think Andi Manuhutu has Mr Wirakusuma reserve a room for him?

No.	Statements	True	False
a.	Dede Manuhutu is going to be a speaker in the 2017 conference.		
b.	Andi Manuhutu, the managing director of NX company, answered the letter sent by Mr Wirakusuma.		
c.	Andi Manuhutu and Dede Manuhutu are working for Internet Consultant office.		

d. The copy of the letter is sent to NX machine Product Manager.

e. While answering the letter sent by Mr Wirakusuma, Dede Manuhutu also attaches a preliminary proposal.

f. During the conference, Mr Andi Manuhutu is going to stay in the Mutiara Hotel.

g. Mr Wirakusuma is going to book a hotel for the speaker of the conference.

h. The letter was written two days after receiving an invitation to be a speaker at the Internet 2017 Conference.

i. From the closure of the letter we may conclude that the writer does not know Mr Wirakusuma very well.

19. Reading to find similar meaning from contextual clues.
Match the words in column A with their appropriate meanings in column B.

Column A	Column B
a. director	1) To show that a document is ordered
b. conference	2) An electronic device
c. confirm	3) To send something in the same envelope
d. send	4) Manager of a company
e. modern	5) To have as a plan
f. enclose	6) To show that a copy has been sent to another person
g. preliminary	7) A written suggestion
h. proposal	8) Coming before
i. reserve	9) To make an arrangement
j. vnc	10) A meeting lasting a few days
k. cc	11) To keep something for a particular purpose

Remember!


☐ A business letter is a formal letter.

☐ There are some important elements of a business letter:

- name and address of addressee
- salutation
- main body of letter
- public closing statement
- signature

36. Read these three announcements and decide whether the statements are True (T) or False (F).

The President, Faculty and Graduate Class of
Nashville State University
announce that
James Todd LaSalle
is a candidate for a
Bachelor of Science Degree.
The commencement exercises will be held
22 June at 3 pm at the Athletic Auditorium.
Reception immediately following at our home.
William and Maria
Expects only to 22 June to 887-2237



To celebrate the anniversary of SWA Negro's 50th birthday, the students
School Organization will hold a basketball competition.

The competition will be held

Date: 20 - 22 June

Time: 9 am and 1 pm

Place: School's basketball court

We expect every one will participate in this competition should pay the
entry fee of \$5.00.

For further information, contact Henry Jackson at 887-2237.

Students of Computer Science/Computer Activity who failed in the Basic
Windows Computer Final Examination last month are offered another
chance to improve their final test score.

For further information, please contact Mr. Al Pettawala, SKOM at
(818)8837570

- William and Maria will get a bachelor degree.
- The basketball competition will last for 3 days.
- Each team should pay one hundred thousand rupiah for the registration.
- There are some students who did not pass the Windows Examination.
- The graduation ceremony will be held in the Athletic Auditorium.

37. Write an announcement based on the following topics. Present them in front of the class.

- English Remedial Programme
- There will be a native speaker at the English Conversation Club.
- The Cancellation of a seminar
- The school uniform schedule
- Volleyball competition

SELF-REFLECTION

For your learning journal

Before I studied this chapter,	I didn't understand _____
When I was studying this chapter,	I had some difficulties _____
	And I overcame them by _____
After studying this chapter,	I think _____

Appendices 4

Reading Exercises Matching

These three images are type of reading exercises matching found in chapter 1 on page 11, chapter 4 on page 72, and chapter 8 on page 147.

e. Talking about your family

- I live with my parents in Semarang.
- I don't have any brothers, but I have three sisters and I'm the youngest.
- I don't have any brothers or sisters.
- I am the first son in the family.

f. Talking about your hobby

- I like cooking very much.
- Travelling is my hobby.
- I go swimming twice a week.
- In the evening, I often play my guitar.

g. Referring to your phone number

- You can contact me at
- My phone number is

8. Make a clipping of any other forms of personal information from other sources (internet) for example:

- ☐ a pen pal letter
- ☐ a name tag
- ☐ a driving license
- ☐ identification card
- ☐ form

Don't forget to mention their functions.

9. In pairs, match the questions in column A with the responses in column B.

A	B
1. Excuse me, what's your first name again?	a. No, it's 641 456 7784.
2. How do you pronounce your last name?	b. Well, everyone calls me Stu.
3. Hello, my name is Pratiwi Kusuma. Just call me Tiwik.	c. Oh, It's Otsuka.
4. What do people call you?	d. It's Wittner, with double "t".
5. Is your phone number 614 456 7784?	e. Nice to meet you, Tiwik. I'm Ika.

Chapter 11: My Network 11

19. Reading to find similar meaning from contextual clues.

Match the words in column A with their appropriate meanings in column B.

Column A

- a. director
- b. conference
- c. confirm
- d. intend
- e. modems
- f. enclose
- g. preliminary
- h. proposal
- i. reserve
- j. encl
- k. cc

Column B

- 1) To show that a document is enclosed
- 2) An electronic device
- 3) To send something in the same envelope
- 4) Manager of a company
- 5) To have as a plan
- 6) To show that a copy has been sent to another person
- 7) A written suggestion
- 8) Coming before
- 9) To make an arrangement
- 10) A meeting lasting a few days
- 11) To keep something for a particular purpose

Remember!

- ❑ A business letter is a formal letter.
- ❑ There are some important elements of a business letter:
 - name and address of addressee
 - salutation
 - reason for writing
 - main body of letter
 - polite closing statement
 - signature

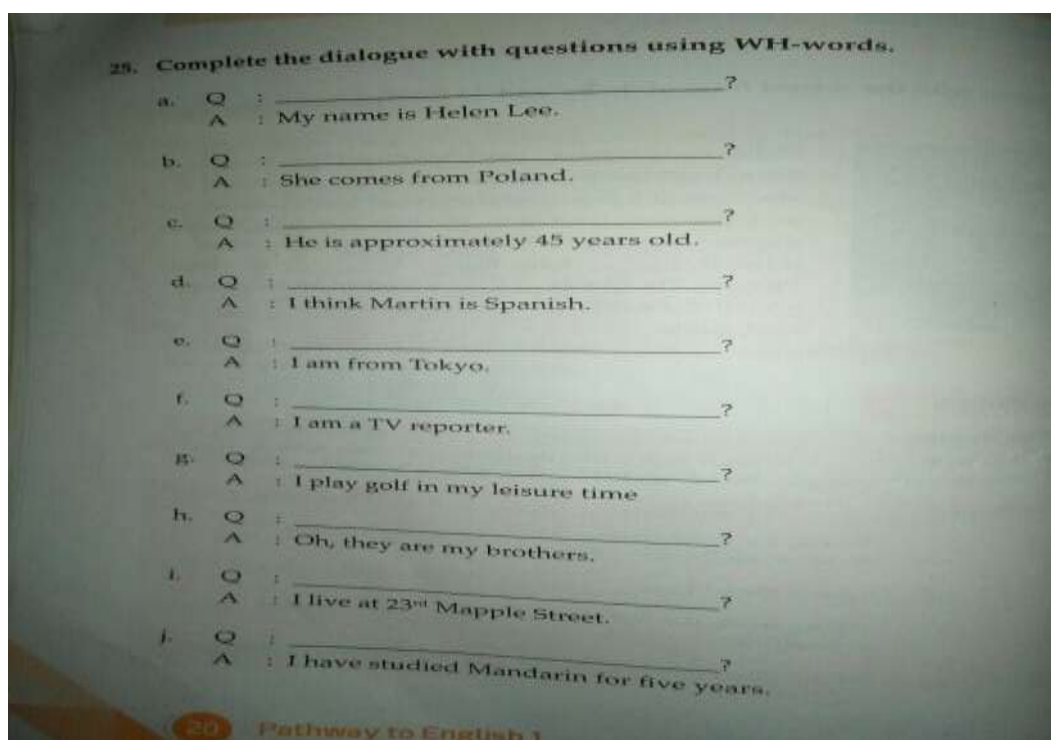
8. Match the words in column A with their correct definitions in column B.

COLUMN A	COLUMN B
a. arrive	1. the act of expressing something to another
b. navy	2. to stop trying to do something
c. disaster	3. to come to a place
d. give up	4. something invented
e. communication	5. to heal a disease
f. cure	6. a special uniform used in outer space
g. satellite	7. military forces that fights at sea using ships
h. unintentionally	8. something that causes suffering and losses
i. spacesuit	9. done without intention
j. invention	10. a natural body that orbits

Appendices 5

Reading Exercises Short Answer

These three image are the type of reading short answer exercises found in chapter 1 on page 20, chapter 3 on page 57, and chapter 5 on page 94.



I wish you all the best in your new job.
- We wish you a merry Christmas.
- We wish you the best of luck.

10. Complete the sentences with the words in the box.

a great career new special wish wished hoped

- I wish you all the best in your _____ job.
- I wish you lots of joy and happiness on this _____ day.
- I wish you may / will have _____.
- My father _____ me good luck on passing exam.
- I heard you're opening a new laundry. I _____ you will succeed.

11. Read the following congratulations letter and answer the questions.

425 East Village Suite 275
New York 10023-6825
25 June 2016

Linda Campbell
620 South Ave. New York

Dear Linda,

I would like to sincerely congratulate you on your recent graduation from Mountain State University with your MBA.

I must say that I was not surprised by your success. As an employee in our company, I noted how bright you are and how you have a very quick mind for business. I can only hope that your experience working with us contributed in some small way to your success.

On behalf of the management and staff at Everwood Resorts, I wish you all the best in your future career and life endeavors, whatever they may be.

Yours sincerely,
Claire Smith
President and CEO

Chapter 2: Congratulating

DEGREE OF COMPARISON

24. Put the correct words in the blanks.

Oh, what a beautiful rose! A rose is 1) _____ than a sun flower. The red roses are the 2) _____ of all. My father has a 3) _____ rose garden in the village. He won the first prize last year. Mr. Simmons has a rose garden, too. His garden is 4) _____ but it has 5) _____ collections.


smaller best more beautiful

Degrees of Comparison are used when we compare one person or one thing with another.

There are three Degrees of Comparison in English. They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

Let us see all of them one by one.



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Appendices 6

Reading Exercises complete the column

The picture above is the type of reading exercises complete the column found in chapter 2 on page 38.

10. Analyse the compliments by completing the following columns. Some are done for you.

Exclamations	Declarative statements		Interrogative statements	Other forms
	Present	Past		
1. What a lovely garden!	1. That's a lovely cake	1. That was a nice lunch.	1. Do you really think so?	1. Well done!
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____

Remember!

When you say or shout suddenly out of surprise or excitement, you express an exclamation. You can use it to express compliments, by saying "what" or "what a" followed by a noun phrase. In writing, you put an exclamation mark (!) at the end of an exclamation.

- What a beautiful dress! (singular noun)
- What beautiful costumes! (plural noun)

You can also compliment others using expressions such as "Nice job!" or "Well done!"

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